



July 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2008  
ID: 10111165  
SAU: Bangor School Department  
School: Bangor High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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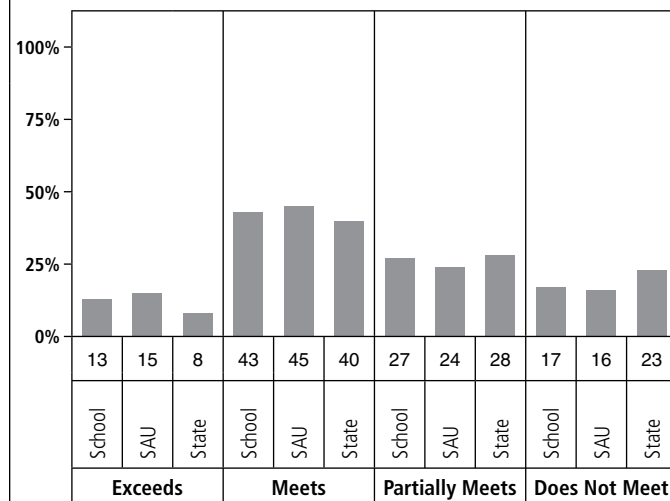
# SUMMARY OF SCORES

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

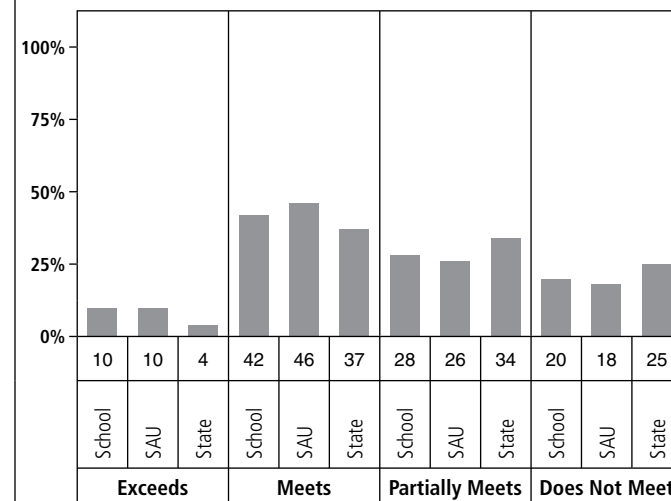
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2006–2007 2007–2008	1145 1144	1145 1145	1141 1141
<b>Mathematics</b> 2006–2007 2007–2008	1144 1144	1144 1145	1140 1141
<b>Writing</b> 2006–2007 2007–2008	1143 1144	1144 1145	1141 1140
<b>Science</b> 2007–2008	1144	1144	1141

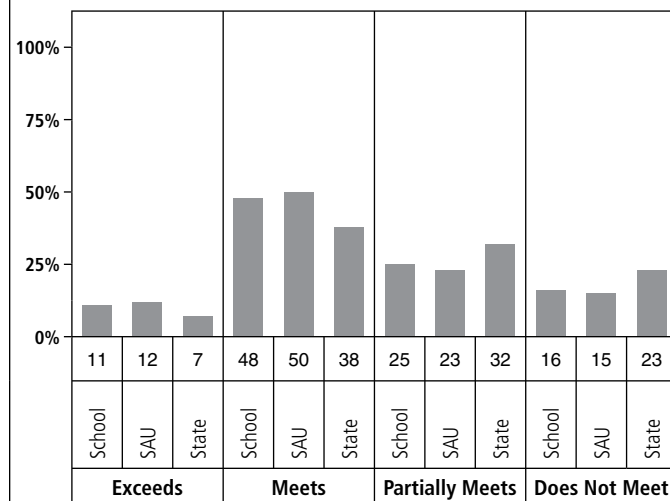
### CRITICAL READING



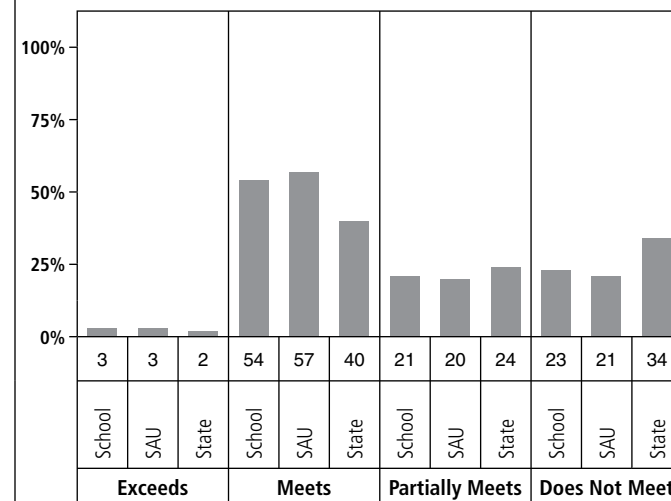
### MATHEMATICS



### WRITING



### SCIENCE



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	343	100	293	100	15604	100	332	97	282	96	14875	96	335	98	285	97	15165	97	331	97	282	96	14869	96	334	97	285	97	14961	96
Ethnicity African American/Black	6	2	6	2	305	2	6	100	6	100	261	86	6	100	6	100	286	95	6	100	6	100	260	86	6	100	6	100	280	93
American Indian or Native Alaskan	5	1	5	2	103	1	5	100	5	100	95	93	5	100	5	100	97	95	5	100	5	100	95	93	5	100	5	100	93	91
Asian or Pacific Islander	10	3	10	3	215	1	8	80	8	80	194	90	8	80	8	80	202	94	8	80	8	80	194	90	8	80	8	80	200	93
Hispanic	3	1	2	1	140	1	3	100	2	100	118	84	3	100	2	100	123	88	3	100	2	100	118	84	3	100	2	100	120	86
Caucasian/White	319	93	270	92	14841	95	310	97	261	97	14207	96	313	98	264	98	14457	98	309	97	261	97	14202	96	312	98	264	98	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	33	10	26	9	2247	14	33	100	26	100	2065	93	33	100	26	100	2138	96	32	97	26	100	2060	92	32	97	26	100	2081	93
Current LEP	12	3	12	4	648	4	10	83	10	83	508	79	10	83	10	83	564	87	10	83	10	83	507	78	9	75	9	75	534	83
Economically disadvantaged	66	19	61	21	4028	26	62	94	57	93	3682	92	64	97	59	97	3831	95	61	92	57	93	3679	92	64	97	60	98	3755	94
Migrant	1	0	1	0	5	0	1	100	1	100	5	100	1	100	1	100	5	100	1	100	1	100	5	100	1	100	1	100	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	276	80	234	80	13042	84	279	81	237	81	13332	85	276	80	234	80	13042	84	280	82	238	81	13192	85
Identified disability (PET/IEP)	10	4	8	3	739	6	10	4	8	3	810	6	10	4	8	3	739	6	10	4	8	3	791	6
LEP	8	3	8	3	399	3	8	3	8	3	456	3	8	3	8	3	399	3	8	3	8	3	436	3
504 plan	0	0	0	0	196	2	0	0	0	0	204	2	0	0	0	0	196	2	0	0	0	0	201	2
Participation with accommodations	47	14	42	14	1623	10	47	14	42	14	1624	10	47	14	42	14	1625	10	46	13	41	14	1567	10
Identified disability (PET/IEP)	14	30	12	29	1117	69	14	30	12	29	1119	69	14	30	12	29	1119	69	14	30	12	29	1088	69
LEP	1	2	1	2	93	6	1	2	1	2	93	6	1	2	1	2	93	6	0	0	0	0	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	32	68	29	69	367	23	32	68	29	69	366	23	32	68	29	69	367	23	32	70	29	71	353	23
Participation through alternate assessment (PAAP)	9	3	6	2	209	1	9	3	6	2	209	1	8	2	6	2	202	1	8	2	6	2	202	1
Identified disability (PET/IEP)	9	100	6	100	209	100	9	100	6	100	209	100	8	100	6	100	202	100	8	100	6	100	202	100
LEP	1	11	1	17	15	7	1	11	1	17	15	7	1	13	1	17	15	7	1	13	1	17	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	11	3	11	4	693	4	8	2	8	3	399	3	12	3	11	4	699	4	9	3	8	3	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	51	15	41	14	1079	7
	2006-2007	36	11	32	11	1168	8
	<b>2007-2008</b>	<b>42</b>	<b>13</b>	<b>40</b>	<b>15</b>	<b>1184</b>	<b>8</b>
	Cum. Total*	129	13	113	13	3431	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	161	46	137	46	5697	38
	2006-2007	158	47	143	48	5714	38
	<b>2007-2008</b>	<b>138</b>	<b>43</b>	<b>125</b>	<b>45</b>	<b>5885</b>	<b>40</b>
	Cum. Total*	457	45	405	46	17296	39
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	91	26	82	27	4772	32
	2006-2007	99	30	86	29	4728	31
	<b>2007-2008</b>	<b>86</b>	<b>27</b>	<b>65</b>	<b>24</b>	<b>4093</b>	<b>28</b>
	Cum. Total*	276	27	233	27	13593	30
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	46	13	40	13	3595	24
	2006-2007	41	12	36	12	3444	23
	<b>2007-2008</b>	<b>56</b>	<b>17</b>	<b>45</b>	<b>16</b>	<b>3417</b>	<b>23</b>
	Cum. Total*	143	14	121	14	10456	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	322	42	13	138	43	86	27	56	17	1144	275	15	45	24	16	1145	14579	8	40	28	23	1141
<b>Ethnicity</b>																						
African American/Black	5	1	20	2	40	1	20	1	20	1145	5	20	40	20	20	1145	248	4	21	27	48	1132
American Indian or Native Alaskan	5	1	20	1	20	1	20	2	40	1140	5	20	20	20	40	1140	94	5	27	28	40	1134
Asian or Pacific Islander	8	2	25	2	25	3	38	1	13	1145	8	25	25	38	13	1145	192	4	35	30	31	1138
Hispanic	3										2						115	5	32	26	37	1136
Caucasian/White	301	38	13	132	44	80	27	51	17	1144	255	14	47	24	16	1145	13930	8	41	28	23	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	0	0	6	25	6	25	12	50	1133	20	0	30	20	50	1133	1823	1	9	24	65	1126
No	298	42	14	132	44	80	27	44	15	1145	255	16	47	24	14	1146	12756	9	45	29	17	1143
<b>Current LEP</b>																						
Yes	9	2	22	1	11	2	22	4	44	1136	9	22	11	22	44	1136	488	3	22	24	52	1132
No	313	40	13	137	44	84	27	52	17	1144	266	14	47	24	15	1145	14091	8	41	28	22	1141
<b>Economically disadvantaged</b>																						
Yes	56	4	7	13	23	17	30	22	39	1135	52	8	25	29	38	1136	3545	3	28	30	39	1134
No	266	38	14	125	47	69	26	34	13	1146	223	16	50	22	11	1147	11034	10	44	27	19	1143
<b>Migrant</b>																						
Yes	1										1						5	20	0	40	40	1136
No	321	41	13	138	43	86	27	56	17	1144	274	14	46	24	16	1145	14574	8	40	28	23	1141
<b>Gender</b>																						
Female	173	22	13	73	42	49	28	29	17	1144	139	15	46	25	14	1146	7237	8	42	30	19	1142
Male	149	20	13	65	44	37	25	27	18	1144	136	14	45	22	19	1145	7342	8	38	26	28	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	1	8	5	42	6	50	1128	12	0	8	42	50	1128	103	0	9	30	61	1127
No	310	42	14	137	44	81	26	50	16	1145	263	15	47	23	15	1146	14476	8	41	28	23	1141
<b>Gifted/talented program</b>																						
Yes	0										0						295	48	48	4	0	1161
No	322	42	13	138	43	86	27	56	17	1144	275	15	45	24	16	1145	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	29 33	9 10	24 29	8 10	578 637	4 4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	141 135	42 42	126 128	42 46	5481 5508	36 37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	108 92	32 28	97 72	32 26	4754 5065	31 34
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	59 65	18 20	52 49	17 18	4607 3660	30 25

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	325	33	10	135	42	92	28	65	20	1144	278	10	46	26	18	1145	14870	4	37	34	25	1141
<b>Ethnicity</b>																						
African American/Black	5	1	20	0	0	2	40	2	40	1142	5	20	0	40	40	1142	274	1	12	31	57	1133
American Indian or Native Alaskan	5	1	20	0	0	1	20	3	60	1143	5	20	0	20	60	1143	96	2	24	30	44	1136
Asian or Pacific Islander	8	4	50	2	25	2	25	0	0	1155	8	50	25	25	0	1155	200	8	37	34	22	1142
Hispanic	3										2						120	3	23	32	43	1138
Caucasian/White	304	27	9	132	43	87	29	58	19	1144	258	9	48	26	17	1145	14180	4	38	34	24	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	0	0	5	21	5	21	14	58	1134	20	0	25	20	55	1134	1896	0	8	22	70	1130
No	301	33	11	130	43	87	29	51	17	1145	258	11	48	26	15	1146	12974	5	41	36	18	1142
<b>Current LEP</b>																						
Yes	9	2	22	2	22	2	22	3	33	1143	9	22	22	22	33	1143	545	3	16	28	53	1135
No	316	31	10	133	42	90	28	62	20	1144	269	10	47	26	17	1145	14325	4	38	34	24	1141
<b>Economically disadvantaged</b>																						
Yes	58	3	5	10	17	23	40	22	38	1138	54	6	19	41	35	1138	3695	1	22	37	40	1136
No	267	30	11	125	47	69	26	43	16	1146	224	12	53	22	13	1147	11175	5	42	33	19	1142
<b>Migrant</b>																						
Yes	1										1						5	20	20	40	20	1144
No	324	32	10	135	42	92	28	65	20	1144	277	10	46	26	18	1145	14865	4	37	34	25	1141
<b>Gender</b>																						
Female	173	14	8	69	40	52	30	38	22	1143	139	9	47	28	17	1144	7362	3	36	36	24	1140
Male	152	19	13	66	43	40	26	27	18	1146	139	12	45	24	19	1146	7508	5	38	32	25	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	0	0	3	25	9	75	1133	12	0	0	25	75	1133	103	0	8	41	51	1134
No	313	33	11	135	43	89	28	56	18	1145	266	11	48	26	15	1146	14767	4	37	34	24	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	35	59	5	0	1158
No	325	33	10	135	42	92	28	65	20	1144	278	10	46	26	18	1145	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	37	11	30	10	952	6
	2006-2007	32	10	30	10	937	6
	<b>2007-2008</b>	<b>34</b>	<b>11</b>	<b>33</b>	<b>12</b>	<b>962</b>	<b>7</b>
	Cum. Total*	103	10	93	11	2851	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	150	43	130	43	6055	40
	2006-2007	149	45	130	44	6167	41
	<b>2007-2008</b>	<b>155</b>	<b>48</b>	<b>138</b>	<b>50</b>	<b>5564</b>	<b>38</b>
	Cum. Total*	454	45	398	46	17786	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	117	34	99	33	4916	32
	2006-2007	104	31	94	32	4723	31
	<b>2007-2008</b>	<b>82</b>	<b>25</b>	<b>64</b>	<b>23</b>	<b>4679</b>	<b>32</b>
	Cum. Total*	303	30	257	29	14318	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	45	13	41	14	3221	21
	2006-2007	49	15	43	14	3227	21
	<b>2007-2008</b>	<b>51</b>	<b>16</b>	<b>40</b>	<b>15</b>	<b>3376</b>	<b>23</b>
	Cum. Total*	145	14	124	14	9824	22



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	322	34	11	155	48	82	25	51	16	1144	275	12	50	23	15	1145	14581	7	38	32	23	1140
<b>Ethnicity</b>																						
African American/Black	5	1	20	1	20	1	20	2	40	1141	5	20	20	20	40	1141	248	2	19	30	49	1131
American Indian or Native Alaskan	5	1	20	0	0	4	80	0	0	1141	5	20	0	80	0	1141	94	3	19	38	39	1133
Asian or Pacific Islander	8	2	25	3	38	2	25	1	13	1147	8	25	38	25	13	1147	192	6	30	34	30	1137
Hispanic	3										2						115	2	30	36	33	1136
Caucasian/White	301	30	10	150	50	74	25	47	16	1144	255	11	52	22	14	1145	13932	7	39	32	22	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	0	0	6	25	7	29	11	46	1133	20	0	25	35	40	1134	1825	1	7	23	69	1125
No	298	34	11	149	50	75	25	40	13	1145	255	13	52	22	13	1146	12756	7	43	33	17	1142
<b>Current LEP</b>																						
Yes	9	2	22	2	22	1	11	4	44	1135	9	22	22	11	44	1135	488	3	19	29	49	1131
No	313	32	10	153	49	81	26	47	15	1144	266	12	51	24	14	1145	14093	7	39	32	22	1140
<b>Economically disadvantaged</b>																						
Yes	56	6	11	10	18	19	34	21	38	1136	52	12	19	35	35	1136	3546	2	25	35	38	1134
No	266	28	11	145	55	63	24	30	11	1146	223	12	57	21	10	1147	11035	8	42	31	18	1142
<b>Migrant</b>																						
Yes	1										1						5	20	0	20	60	1131
No	321	33	10	155	48	82	26	51	16	1144	274	12	50	23	15	1145	14576	7	38	32	23	1140
<b>Gender</b>																						
Female	173	20	12	87	50	43	25	23	13	1145	139	14	53	22	10	1147	7239	8	43	33	17	1142
Male	149	14	9	68	46	39	26	28	19	1143	136	10	47	24	19	1143	7342	6	34	31	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	0	0	5	42	7	58	1127	12	0	0	42	58	1127	103	0	7	39	54	1128
No	310	34	11	155	50	77	25	44	14	1145	263	13	52	22	13	1146	14478	7	38	32	23	1140
<b>Gifted/talented program</b>																						
Yes	0										0						295	42	53	4	0	1159
No	322	34	11	155	48	82	25	51	16	1144	275	12	50	23	15	1145	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	9	3	8	3	300	2
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	175	54	158	57	5927	40
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	68	21	55	20	3544	24
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	74	23	58	21	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	7.42	49.5	7.57	50.5	6.41	42.7
Cluster 2: Physical Sciences	14	25	7.29	52.1	7.67	54.8	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.95	42.5	6.19	44.2	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.39	56.8	7.59	58.4	6.59	50.7

**Cluster 1: Life Sciences**

- A. Classifying Life Forms
- B. Ecology
- C. Cells

**Cluster 2: Physical Sciences**

- E. Structure of Matter
- H. Energy
- I. Motion

**Cluster 3: Earth and Space Sciences**

- D. Continuity and Change
- F. The Earth
- G. The Universe

**Cluster 4: Nature and Implications of Science**

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Bangor School Department  
School: Bangor High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	326	9	3	175	54	68	21	74	23	1144	279	3	57	20	21	1144	14759	2	40	24	34	1141
<b>Ethnicity</b>																						
African American/Black	5	1	20	2	40	0	0	2	40	1145	5	20	40	0	40	1145	269	0	20	14	65	1134
American Indian or Native Alaskan	5	0	0	2	40	0	0	3	60	1142	5	0	40	0	60	1142	92	1	24	28	47	1138
Asian or Pacific Islander	8	0	0	7	88	1	13	0	0	1149	8	0	88	13	0	1149	199	3	36	25	36	1140
Hispanic	3										2						118	1	26	19	54	1136
Caucasian/White	305	8	3	163	53	67	22	67	22	1144	259	3	56	21	20	1144	14081	2	41	24	33	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	0	0	6	25	3	13	15	63	1136	20	0	30	15	55	1137	1879	0	11	17	72	1133
No	302	9	3	169	56	65	22	59	20	1144	259	3	59	20	18	1145	12880	2	44	25	28	1142
<b>Current LEP</b>																						
Yes	8	0	0	5	63	1	13	2	25	1144	8	0	63	13	25	1144	519	1	18	19	62	1134
No	318	9	3	170	53	67	21	72	23	1144	271	3	56	20	21	1144	14240	2	41	24	33	1141
<b>Economically disadvantaged</b>																						
Yes	60	1	2	15	25	14	23	30	50	1138	56	2	27	25	46	1139	3651	1	26	24	49	1137
No	266	8	3	160	60	54	20	44	17	1145	223	3	64	18	14	1146	11108	3	45	24	29	1142
<b>Migrant</b>																						
Yes	1										1						5	20	40	40	0	1146
No	325	8	2	175	54	68	21	74	23	1144	278	3	57	20	21	1144	14754	2	40	24	34	1141
<b>Gender</b>																						
Female	174	4	2	89	51	33	19	48	28	1143	140	2	56	19	24	1144	7277	1	37	26	36	1140
Male	152	5	3	86	57	35	23	26	17	1145	139	4	58	21	18	1145	7482	3	43	22	32	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	1	8	2	17	9	75	1132	12	0	8	17	75	1132	100	1	5	22	72	1133
No	314	9	3	174	55	66	21	65	21	1144	267	3	59	20	18	1145	14659	2	40	24	34	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	13	80	5	3	1152
No	326	9	3	175	54	68	21	74	23	1144	279	3	57	20	21	1144	14463	2	39	24	34	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number